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DEPT. OF EDUCATION
HISTORICAL COLLECTION

SOCIAL STUDIES

intermediate

EDUCATIONAL TELEVISION SERIES 1967-68

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue / Toronto 17

program schedule

SOCIAL STUDIES—Intermediate

A Question of Yesterdays—4 programs of 30 minutes each

grades 7 and 8

PROGRAM NO.	CBC 9:30
1	Nov. 28
2	Dec. 5
3	Dec. 12
4	Dec. 19

Ancient Rome—1 program of 20 minutes

grade 7

CBC 9:50
Mar. 15

SOCIAL STUDIES

A Question of Yesterdays—4 programs of 30 minutes each
for students in grades 7 and 8

Ancient Rome—1 program of 20 minutes for students in grade 7

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Teachers guide edited from 1966 series by:
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A QUESTION OF YESTERDAYS

for students in grades 7 and 8

introduction

This series of 4 programs, produced by the Canadian Broadcasting Corporation for the Educational Television Branch, celebrates the wealth of local history to be found in any Ontario community. Pupils and teachers should find pleasure and engrossing interest in exploring these resources together.

History as Inquiry . . .

The essence of the study of history is inquiry, rather than the mastery of a set of 'facts' or 'answers'. The ideas of history as course-coverage and of the teacher as the fount of all knowledge are slowly being replaced by the notions that students must be active participants in the learning process and that the teacher's role is that of the Socratic questioner.

The *Committee on the Study of History*—a group of American school and college teachers—is experimenting with a particular method of teaching history to classes of pupils of widely varying abilities and achievement levels. "The Committee's prime assumption is that the essence of the study of history is inquiry . . . that in order to contribute to the maturation of the student's intellectual powers, the study of history must be relevant to his own concerns. We are not seeking to train a cadre of junior historians, but we believe that only if the student is allowed to be a historian for a while can he get some sense of the point of studying history." (Dr. V. R. Halsey of Amherst College).

The community is a laboratory for Social Studies students. The sources of localized history are readily at hand: things you can see, places you can visit, people of whom you ask questions, things you can read.

History is where you find it . . .

We, as teachers, have been too inclined to think of local history as being limited to the Huron-Iroquois-French period or to the first half of the 19th Century. We treat history as though nothing happened in Ontario before Champlain first mapped Huronia, or after Confederation. The series is intended to encourage schools to inquire into the historical evidences of the development of the community in which the pupils live. This approach is the one that motivates and enlightens the new Social Studies.

No province has a richer or longer history. Prehistoric artifacts, all similar in pattern and design, are on display in museums in Peking, Leningrad and Toronto; these attest to ancient intercontinental migrations. Since the last glacier withdrew from what is now Ontario, men have travelled a network of trails and waterways. These paths are linked with the transcontinental routes which were used for the trading of copper and flint and

sea shells. Geographers and archeologists are attempting to draw the preglacial configurations of the country and assess the scanty evidence of man's occupation of 20,000 years ago.

SUGGESTED PRE-VIEWING ACTIVITIES

Teachers may find it helpful to cover as much as possible of the history of Huronia and Saint-Marie-Among-the-Hurons before the telecasts.

Some prior examination of each community's own local history might be useful.

SUGGESTED POST-VIEWING ACTIVITIES

Teachers and students may want to utilize some of the following, suggested projects:

1. Describe and illustrate the position of Huronia in the trade of New France.
2. Describe and illustrate the culture of Huronia (a "collage" of illustrations might suffice).
3. A model of Saint-Marie-among-the-Hurons might be attempted as a class project. Of course, the overall theme of the television series relates to local history. It would be most profitable for the students to involve themselves in projects of a local nature. Some of these might be:
   a. a field trip to a local historical site or museum
   b. research into little-known, local, historical events
   c. taped interviews with older residents who might have memories or information concerning earlier days
   d. a comparison of the lives, or any aspect of them, of schoolchildren today with those of an earlier period
   e. an attempt to discover old indian trails in the area around the community
   f. efforts to locate and examine such historical evidence as diaries and journals, old books, photographs, illustrations, etc. (the students' attics might be a profitable place to begin

program one

"WHERE IS HISTORY"

PROGRAM CONTENT

This program attempts to provide visual proof for the statement—"history is all around us". It demonstrates the wealth of history that it is to be found in such a wide variety of sources as:

— excavation

— markers in graveyards

— old pictures and illustrations

— documents and primary sources such as diaries, old maps, etc.

— old newspapers

— antiques

— old film footage

— old houses

The program also points out that you need not be a professional historian to experience the thrill of discovering history. The camera follows two men, who are interested in their local history, as they attempt to locate the site of the old, indian village, St. Ignace. It also records the activities of a group of school children digging an Indian village site in Huronia.

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program two

"DO YOU DIG HISTORY?"

PROGRAM CONTENT

This program examines some of the techniques utilized in the actual excavation of a historical site. Attention is given to an explanation of what constitutes an artifact, to the meticulous care that is required in the uncovering of this evidence, and to the necessity for careful recording and cataloguing of all that has been unearthed.

The program also includes extensive, underwater footage as the growing importance of underwater excavation is illustrated.

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program three

"A MILE IN HIS MOCCASINS"

PROGRAM CONTENT

The title of the program refers to the Indian proverb—"to know a man, you must walk a mile in his moccasins." The program suggests that anyone may learn about someone or something in history by walking in someone's moccasins. It goes on to illustrate the ways in which this symbolic walk may be taken:

— the examination of journals and diaries (e.g. the journal of John Howard, the man who gave High Park to the city of Toronto, is used)

— an interview with a descendant of a pioneer family (e.g. Mrs. Sibbal is interviewed concerning her knowledge of her family and their life at Sibbal Park Point)

— a visit to a village or town that has historic importance (e.g. the program visits the old Ontario village of Lloydtown which was important during the 1837 rebellion)

— a visit to historical sites (e.g. the camera examines a deserted, Indian village)

Throughout the program, the emphasis is upon the richness of the history to be discovered around us, and the accessibility of it to all.

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program four

"WHY HURONIA?"

PROGRAM CONTENT

The fourth program examines reasons for French settlement in this area. Except for the town of Quebec itself, Sainte-Marie-among-the-hurons, the Mission fort built on the Wye in 1639, was the largest and most important centre of French culture in all New France. The positions of the Hurons as the middle men in early trade routes, their fear of the Iroquois concerning the loss of their position in the trade economy, and the articles of trade are among the factors considered.

Graphics demonstrate the central location of the site of trails whose origin is lost in antiquity. Methods are suggested as to how to locate old Indian trails and the Toronto 'Carrying-Place' and the 'Nine-Mile Portage' are considered in this context.

ANCIENT ROME

for students in grade 7

This program was prepared by the Ottawa School Board for supplementary use in grade six. The program attempts to place Roman civilization in the context of time and geography while it tries to convey some sense of the nature of this society at the same time. This is done primarily through an examination of Roman dress, architecture, ideas and engineering. Interrelationships between Rome and other peoples are also surveyed.

The program utilizes film clips from a recent feature motion picture on Rome which adds to the visual effectiveness of the Roman scenes.

PROGRAM CONTENT

The program examines Roman civilization from the following points of view:

—When? (Rome is placed in time relative to other great civilizations.)

—Where? (A map is used to locate Rome in relation to the rest of the world.)

—The dress of the citizens and the soldiers is shown.

—The architecture of public and private structures is depicted.

—Engineering accomplishments such as the roads, bridges, aqueducts, etc., are shown.

A comparison between Rome and Greece closes the program.

SUGGESTED PRE-VIEWING ACTIVITIES

The children may find that any of the following are worthwhile and interesting activities:

—the preparation of a map of the Mediterranean area indicating the location of Rome and the extent of the Roman Empire

—the preparation of a "time line" indicating the relative position of various ancient civilizations

—making a collection of photographs of things Roman, e.g. dress and clothing, buildings, statues, bridges, etc. (from textbooks, magazines, periodicals)

SUGGESTED POST-VIEWING ACTIVITIES

Any of the following might be found to be useful:

—the preparation of wall charts illustrating any or all of the following: Roman clothing (citizens and soldiers), features of Roman architecture, Roman engineering, the relationship between the Roman and Greek societies

—the viewing of films or film strips dealing with Rome. Many are available by consulting the Audio-Visual catalogue of the Department of Education

Note: Since this program is supplementary material, most teachers would probably want their classes to be engaged in only one or two of the above projects.

FOR OPTIMUM VIEWING CONDITIONS

1. Review Teachers Guide well in advance of each telecast.
2. Have the set on and adjusted, sound off before the program begins.
3. Have suggested materials ready.
4. Be sure that you can observe both the program and your students' reactions during the telecast.
5. Assure student comfort by
   — locating the set for best viewing,
   — eliminating glare and reflection,
   — ventilating room properly,
   — placing seats within 20′ of the screen.

This diagram shows the suggested placement of the television set: